

Guidelines for Judging Prompts

Rhode Island Skills Commission

Explanation and Considerations for Use

The Rhode Island Skills Commission and its network schools developed this document to help task specialists evaluate prompts that teachers have written and to guide teachers in developing new prompts. It represents one approach to these processes; your school may choose to adopt it or may want to explore other approaches.

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<http://www.ride.ri.gov/highschoolreform/dslat/>
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One of the most important parts of cloning a task is the selection of alternative prompts. Task developers should be aware that every new prompt creates a new challenge that in some way is different from the old challenge. The question is how different is the new prompt, and in what way is it different? For example, does the new prompt require the exercise of a new proficiency? If so, then the new prompt may create what is actually a new task. If the new prompt requires the same proficiency as the old prompt, then the question is whether the surface differences in the prompt create meaningful differences between the new and the old prompt. If so, do these surface differences in the new prompt affect the difficulty of the task? Do they create a higher or lower level of interest in the task? And, very importantly, do they create advantages for some students?

Check Points for Team discussion

- ☐ Does the new prompt align to the same standard(s) and indicator(s) that the old one did?
- ☐ Does the new prompt require different expectations than were used with the old prompt?
- ☐ Does the prompt contain material that students from identifiable cultural, linguistic, gender, or other groups are likely to be very familiar or very unfamiliar with?
- ☐ Does the prompt ask students to do things that they are unlikely to have done before or have an aversion to doing based on background, culture, or other difference?
- ☐ Is the prompt free of cultural, ethnic, and racial stereotypes?
- ☐ Is the prompt likely to create a high level of interest for all students?
- ☐ Does the prompt create a level of intellectual challenge (difficulty) that is equivalent to the level of challenge of the old prompt (or alternative prompts)?
- ☐ Does the prompt ask for a performance that can reasonably be completed under the conditions specified by the task?
- ☐ Does the prompt address the higher level thinking skills of the standard(s) cited?
- ☐ Is the prompt language clear, as simple as possible, and accessible to students?